



Comparison of UNR Faculty Classroom Practices (FSSE) and Student Responses (NSSE):

Faculty 2006 Responses	Student 2005 Responses
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***Difference >24% in BLUE**

Percentage of faculty who reported that more than half of students from their courses do the following

Distribution of student responses to how often they did the following at their institution during the current school year

FSSE Item #13	Class	50% or Higher		*Diff	Very Often or Never			Class	NSSE Item #1
		LD	UD		Often	Never	Class		
a. Frequently ask questions in class or contribute to class discussions	LD	20%	39%	39%	59%	3%	FY	Asked questions in class or contributed to class discussions	a.
	UD	37%	28%		65%	2%	SR		
b. Frequently come to class without completing readings or assignments	LD	24%	-2%	-2%	22%	18%	FY	Come to class without completing assignments	f.
	UD	18%	12%		30%	12%	SR		
c. Frequently work harder than they usually do to meet your standards	LD	36%	14%	14%	50%	8%	FY	Worked harder than you thought you could to meet an instructor's standards or expectations	r.
	UD	41%	15%		56%	8%	SR		
d. Occasionally use e-mail to communicate with you	LD	34%	35%	35%	69%	2%	FY	Used e-mail to communicate with an instructor	m.
	UD	45%	37%		82%	1%	SR		
e. Occasionally discuss grades or assignments with you	LD	21%	28%	28%	49%	6%	FY	Discussed grades or assignments with an instructor	n.
	UD	32%	26%		58%	5%	SR		
f. At least once, talk about career plans with you	LD	8%	14%	14%	22%	28%	FY	Talked about career plans with a faculty member or advisor	o.
	UD	22%	20%		42%	20%	SR		
g. At least once, discuss ideas from readings or classes with you outside of class	LD	8%	6%	6%	14%	49%	FY	Discussed ideas from your readings or classes with faculty members outside of class	p.
	UD	17%	5%		22%	32%	SR		



Comparison of UNR Faculty Classroom Practices (FSSE) and Student Responses (NSSE):

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Percentage of faculty who reported that students from their courses do the following often or very often			Distribution of student responses to how often they did the following at their institution during the current school year					
FSSE Item #14	Class	Very Often or Often		Diff	Very Often or Often		Class	NSSE Item #1
		Very Often or Often	Diff		Very Often or Often	Never		
a. Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)	LD	39%	24%	63%	6%	FY	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	e.
	UD	49%	12%	61%	10%	SR		
b. Work with other students on projects during class	LD	57%	-14%	43%	12%	FY	Worked with other students on projects during class	g.
	UD	54%	-13%	41%	13%	SR		
c. Participate in a community-based project (e.g., service learning) as part of your course	LD	5%	3%	8%	72%	FY	Participated in a community-based project (e.g., service learning) as part of a regular course	k.
	UD	11%	1%	12%	65%	SR		
d. Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	LD	37%	13%	50%	17%	FY	Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	l.
	UD	40%	20%	60%	11%	SR		
e. Receive prompt written or oral feedback from you on their academic performance	LD	86%	-30%	56%	5%	FY	Received prompt written or oral feedback from faculty on your academic performance	q.
	UD	90%	-23%	67%	2%	SR		
f. Have serious conversations in your course with students of a different race or ethnicity than their own	LD	15%	39%	54%	12%	FY	Had serious conversations with students of a different race or ethnicity than your own	u.
	UD	24%	32%	56%	10%	SR		
g. Have serious conversations in your course with students who are very different from them in terms of their religious beliefs, political opinions, or personal values	LD	25%	42%	67%	5%	FY	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	v.
	UD	31%	30%	61%	10%	SR		



Comparison of UNR Faculty Classroom Practices (FSSE) and Student Responses (NSSE):

Faculty 2006 Responses			Student 2005 Responses				
Percentage of faculty who reported that it is important or very important that their students do the following			Distribution of student responses to how often they did the following at their institution during the current school year				
FSSE Item #18	Class	Very Important	Diff	Very Much or Quite a Bit	Never	Class	NSSE Item #1
		Class		Class	Class		
a. Prepare two or more drafts of a paper or assignment before turning it in	LD	40%	24%	64%	11%	FY	Prepared two or more drafts of a paper or assignment before turning it in
	UD	55%	-18%	37%	24%	SR	
b. Work on a paper or project that requires integrating ideas or information from various sources	LD	68%	8%	76%	2%	FY	Worked on a paper or project that required integrating ideas or information from various sources
	UD	83%	1%	84%	1%	SR	
c. Work with classmates outside of class to prepare class assignments	LD	42%	-7%	35%	17%	FY	Worked with classmates outside of class to prepare class assignments
	UD	52%	3%	55%	7%	SR	
d. Put together ideas or concepts from different courses when completing assignments or during class discussions	LD	43%	3%	46%	9%	FY	Put together ideas or concepts from different courses when completing assignments or during class discussions
	UD	71%	0%	71%	3%	SR	
e. Discuss ideas or readings from class with others outside of class (other students, family members, coworkers, etc.)	LD	44%	13%	57%	8%	FY	Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)
	UD	60%	5%	65%	4%	SR	
f. Tutor or teach other students (paid or voluntary)	LD	21%	-8%	13%	51%	FY	Tutored or taught other students (paid or voluntary)
	UD	26%	-3%	23%	41%	SR	
g. Examine the strengths and weaknesses of their views on a topic or issue	LD	61%	-9%	52%	9%	FY	Examined the strengths and weaknesses of your own views on a topic or issue
	UD	66%	-10%	56%	9%	SR	
h. Try to better understand someone else's views by imagining how an issue looks from that person's perspective	LD	60%	-2%	58%	5%	FY	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective
	UD	63%	-1%	62%	5%	SR	
i. Learn something that changes the way they understand an issue or concept	LD	86%	-28%	58%	3%	FY	Learned something that changed the way you understand an issue or concept
	UD	88%	-23%	65%	4%	SR	



Comparison of UNR Faculty Classroom Practices (FSSE) and Student Responses (NSSE):

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Percentage of faculty who reported that their evaluations of student performance are quite challenging for students

Distribution of student responses to how much their examinations during the current school year challenged them to do their best work

FSSE Item #20	Class	Quite Challenging		Diff	Quite Challenging		Class	NSSE Item #4
						Not as Challenging		
Select the box that represents the extent to which your evaluations of student performance (e.g., examinations, portfolio) challenge students in your selected course section to do their best work	LD	94%		-13%	81%	19%	FY	Mark the box that best represents the extent to which your examinations during the current school year challenged you to do your best work
	UD	91%		-11%	80%	20%	SR	

Note: Faculty responded to this item on a 7-point scale (1 = Very little to 7 = Very much). Responses of 5, 6, or 7 are coded as quite challenging.

Note: Students responded to this item on a 7-point scale (1 = Very little to 7 = Very much). Responses of 5, 6, or 7 are coded as quite challenging and responses of 1, 2, 3, and 4 are coded as not as challenging.

Percentage of faculty who reported that they place quite a bit or very much emphasis on the following in their courses

Distribution of student responses to how much their coursework during the current school year emphasized the following

FSSE Item #21	Class	Very Much or Quite a Bit		Diff	Very Much or Quite a Bit		Class	NSSE Item #2
						Very Little		
a. Memorizing facts, ideas, or methods from your course and readings	LD	33%		33%	66%	6%	FY	a. Memorizing facts, ideas or methods from your course and readings
	UD	22%		35%	57%	11%	SR	
b. Analyzing the basic elements of an idea, experience or theory	LD	86%		-11%	75%	3%	FY	b. Analyzing the basic elements of an idea, experience or theory
	UD	94%		-8%	86%	1%	SR	
c. Synthesizing and organizing ideas, information, or experiences	LD	81%		-16%	65%	6%	FY	c. Synthesizing and organizing ideas, information, or experiences
	UD	91%		-16%	75%	3%	SR	
d. Making judgments about the value of information, arguments or methods	LD	61%		6%	67%	7%	FY	d. Making judgments about the value of information, arguments, or methods
	UD	80%		-6%	74%	5%	SR	
e. Applying theories or concepts to practical problems or in new situations	LD	78%		-11%	67%	5%	FY	e. Applying theories or concepts to practical problems or in new situations
	UD	86%		-11%	75%	4%	SR	



Comparison of UNR Faculty Classroom Practices (FSSE) and Student Responses (NSSE):

Faculty 2006 Responses	Student 2005 Responses
Percentage of faculty who structured their courses quite a bit or very much so that students learn and develop in the following areas	Distribution of student responses to the extent that their college experience contributed to their knowledge, skills, and personal development in the following areas

<i>FSSE Item #22</i>	Class	<i>Very Much or Quite a Bit</i>		<i>Diff</i>	<i>Very Much or Very Little</i>		Class	<i>NSSE Item #11</i>
a. Writing clearly and effectively	LD	53%	20%	73%	4%	FY	Writing clearly and effectively	c.
	UD	66%	9%		75%			
b. Speaking clearly and effectively	LD	30%	24%	54%	11%	FY	Speaking clearly and effectively	d.
	UD	50%	16%		66%			
c. Thinking critically and analytically	LD	86%	-7%	79%	1%	FY	Thinking critically and analytically	e.
	UD	97%	-12%		85%			
d. Analyzing quantitative problems	LD	50%	15%	65%	5%	FY	Analyzing quantitative problems	f.
	UD	53%	16%		69%			
e. Using computing and information technology	LD	37%	37%	74%	5%	FY	Using computing and information technology	g.
	UD	49%	29%		78%			
f. Working effectively with others	LD	47%	15%	62%	6%	FY	Working effectively with others	h.
	UD	51%	19%		70%			
g. Learning effectively on their own	LD	88%	-22%	66%	4%	FY	Learning effectively on your own	j.
	UD	87%	-16%		71%			



Comparison of UNR Faculty Classroom Practices (FSSE) and Student Responses (NSSE):

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Percentage of faculty who structured their courses quite a bit or very much so that students learn and develop in the following areas	Distribution of student responses to the extent that their college experience contributed to their knowledge, skills, and personal development in the following areas

<i>FSSE Item #22 cont.</i>	Class	Very Much or		Diff	Very Much or		Class	<i>NSSE Item #11</i>
		Quite a Bit			Quite a Bit	Very Little		
h. Understanding themselves	LD	46%	10%	56%	13%	FY	Understanding yourself	k.
	UD	44%	14%	58%	17%	SR		
i. Understanding people of other racial and ethnic backgrounds	LD	30%	14%	44%	16%	FY	Understanding people of other racial and ethnic backgrounds	l.
	UD	40%	6%	46%	15%	SR		
j. Solving complex real-world problems	LD	54%	-7%	47%	14%	FY	Solving complex real-world problems	m.
	UD	69%	-16%	53%	14%	SR		
k. Developing a personal code of values and ethics	LD	30%	15%	45%	18%	FY	Developing a personal code of values and ethics	n.
	UD	49%	-2%	47%	21%	SR		
l. Developing a deepened sense of spirituality	LD	6%	18%	24%	50%	FY	Developing a deepened sense of spirituality	p.
	UD	10%	4%	14%	62%	SR		
m. Acquiring a broad general education	LD	57%	21%	78%	1%	FY	Acquiring a broad general education	a.
	UD	52%	25%	77%	4%	SR		
n. Acquiring job or work-related knowledge and skills	LD	56%	-4%	52%	12%	FY	Acquiring job or work-related knowledge and skills	b.
	UD	69%	-2%	67%	7%	SR		



Comparison of UNR Faculty Classroom Practices (FSSE) and Student Responses (NSSE):

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Percentage of faculty who reported that it is important or very important that students at their institution do the following

Distribution of student responses to whether they had done or plan to do the following before graduating

FSSE Item #1	Class	Very Important or		Diff	Done or Plan to do		Class	NSSE Item #7
		Important			to do	Do not plan to do		
a. Practicum, internship, field experience, co-op experience, or clinical assignment	LD	68%	15%	-6%	83%	3%	FY	Practicum, internship, field experience, co-op experience, or clinical assignment
	UD	82%	-6%		76%	16%		
b. Community service or volunteer work	LD	35%	41%	-27%	76%	7%	FY	Community service or volunteer work
	UD	43%	27%		70%	19%		
c. Participation in a learning community or some other formal program where groups of students take two or more classes together	LD	33%	-2%	-13%	31%	28%	FY	Participate in a learning community or some other formal program where groups of students take two or more classes together
	UD	41%	-13%		28%	57%		
d. Work on a research project with a faculty member outside of course or program requirements	LD	54%	-22%	-26%	32%	28%	FY	Work on a research project with a faculty member outside of course or program requirements
	UD	58%	-26%		32%	47%		
e. Foreign language coursework	LD	55%	3%	11%	58%	22%	FY	Foreign language coursework
	UD	46%	11%		57%	36%		
f. Study abroad	LD	46%	-5%	-15%	41%	27%	FY	Study abroad
	UD	40%	-15%		25%	59%		
h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	LD	92%	-24%	0%	68%	7%	FY	Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)
	UD	84%	0%		84%	9%		



Comparison of UNR Faculty Classroom Practices (FSSE) and Student Responses (NSSE):

Faculty 2006 Responses				Student 2005 Responses				
Percentage of faculty who reported that their institution emphasizes each of the following quite a bit or very much				Distribution of student responses to the extent that their institution emphasizes each of the following				
FSSE Item #5	Class	Very Much or Quite a Bit		Diff	Very Much or Quite a Bit		Class	NSSE Item #10
a. Requiring students to spend significant amounts of time studying and on academic work	LD	53%	26%	79%	2%	FY	Spending significant amounts of time studying and on academic work	a.
	UD	65%	14%		79%			
b. Providing students the support they need to help them succeed academically	LD	71%	4%	75%	4%	FY	Providing the support you need to help you succeed academically	b.
	UD	73%	-12%		61%			
c. Encouraging contact among students from different economic, social and racial or ethnic backgrounds	LD	24%	17%	41%	19%	FY	Encouraging contact among students from different economic, social and racial or ethnic backgrounds	c.
	UD	30%	2%		32%			
d. Helping students cope with their non-academic responsibilities (work, family, etc.)	LD	24%	2%	26%	35%	FY	Helping you cope with your non-academic responsibilities (work, family, etc.)	d.
	UD	25%	-9%		16%			
e. Providing students the support they need to thrive socially	LD	20%	16%	36%	22%	FY	Providing the support you need to thrive socially	e.
	UD	19%	2%		21%			
f. Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	LD	42%	19%	61%	11%	FY	Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	f.
	UD	44%	2%		46%			
h. Encouraging students to use computers in their academic work	LD	87%	-3%	84%	2%	FY	Using computers in academic work	g.
	UD	91%	-5%		86%			

Percentage of faculty who reported that students at their institution have positive relationships with the following groups				Distribution of student ratings of the quality of their relationships with the following groups				
FSSE Items #2, 3 & 4	Class	Positive Quality		Diff	Positive Quality Neutral or Negative		Class	NSSE Item #8
2. With other students	LD	75%	2%	77%	23%	FY	With other students	a.
	UD	78%	-2%		76%			
3. With faculty members	LD	82%	-13%	69%	31%	FY	With faculty members	b.
	UD	78%	-5%		73%			
4. With administrative personnel and offices	LD	43%	6%	49%	51%	FY	With administrative personnel and offices	c.
	UD	43%	-3%		40%			

Note: Faculty responded to the items above on 7-point scales (e.g., 1 = Unfriendly, Unsupportive, Sense of Alienation to 7 = Friendly, Supportive, Sense of Belonging). Responses of 5, 6, or 7 are coded as positive quality.

Note: Students responded to the items above on 7-point scales (e.g., 1 = Unfriendly, Unsupportive, Sense of Alienation to 7 = Friendly, Supportive, Sense of Belonging). Responses of 5, 6, or 7 are coded as positive quality and responses of 1, 2, 3, and 4